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ABSTRACT

Focusing on the Chama Valley School District's attempt to plan and implement a community council as a foundation for community education efforts in the rural Hispanic community of Chama, this publication offers "hands-on" suggestions in methods of implementing a community education program. Following a description of the school district is a discussion of the documentation/management system employed in the Chama Valley Schools Community Education program. The six sections outline the steps taken to conduct a community council election, offer suggestions on setting up a training event for the community council, outline the steps taken to complete a training event by the person in charge of completing or conducting training for the council, discuss the evaluation of the community council, outline the steps to implement a comprehensive community education program, and detail the activities involved in identifying needs and planning to meet those needs through activities associated with a comprehensive community education program. General categories of interest reflected in the needs assessment are summarized. Attachments include copies of the California Teacher Corps Network Checklist for Planning Meetings form, the survey instrument for community survey, the documentation/management plans for conducting community council meetings and training activities, the evaluation questionnaire, and a graph of council members responses to questions. (NQA)

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Community Education Proven Practices II

RURAL-HISPANIC COMMUNITY

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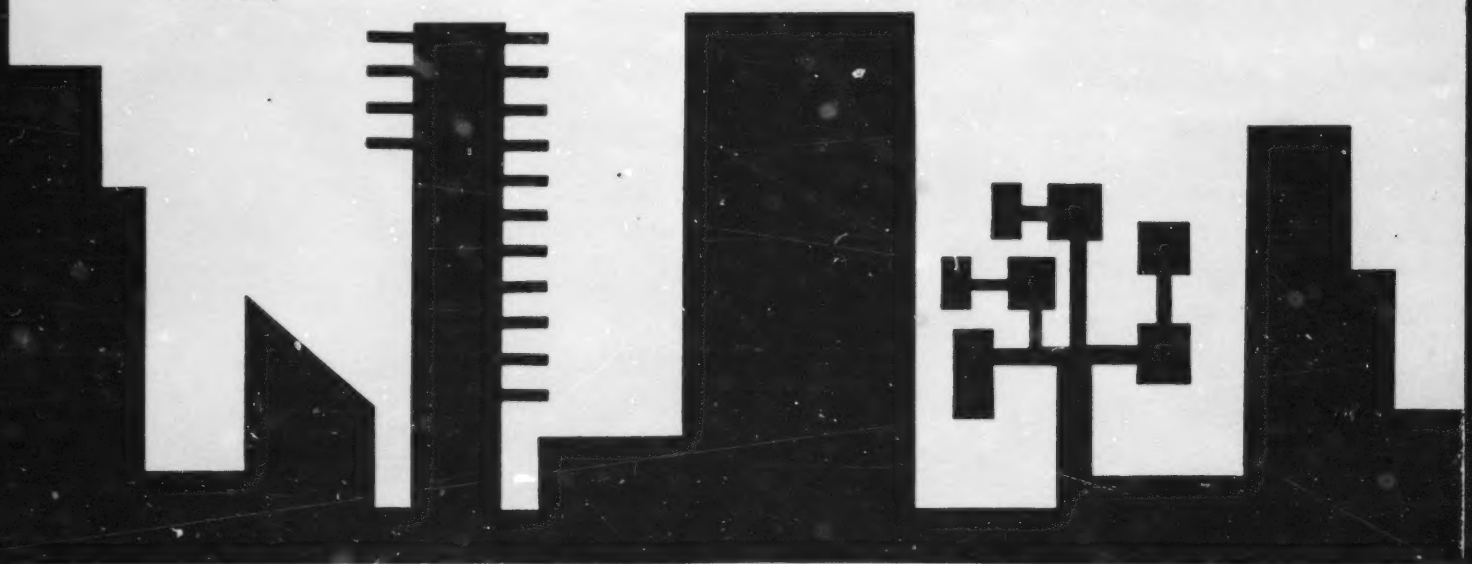

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LOCAL COMMUNITY EDUCATION PROJECTS

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COMMUNITY EDUCATION PROVEN PRACTICES
II

"COMMUNITY EDUCATION PROVEN PRACTICES: RURAL/HISPANIC COMMUNITY"

DEVELOPED PURSUANT TO GRANT G00-8006695 BY
CHAMA VALLEY INDEPENDENT SCHOOL DISTRICT #19

JOE RAY ATENCIO, PROJECT DIRECTOR

FUNDED BY THE U.S. DEPARTMENT OF EDUCATION UNDER TITLE VIII, OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (P.L. 95-561), COMMUNITY SCHOOOLS AND COMPREHENSIVE COMMUNITY EDUCATION ACT OF 1978

U.S DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

FOREWORD

The concept of community education and community schools has historically been an integral part of life in rural/hispanic communities. The school has served as a focal point of life in rural communities for many years, serving as the center for community functions. Some of these functions included dances, political meetings, and weddings, and included all members of the hispanic family.

With the advent of consolidation of school districts and the presence of larger, more concentrated schools, these functions, along with the role of parents in the educational process, have slowly diminished. The community education program was implemented during this year with these thoughts in mind.

The intent to implement a community council as a foundation for community education efforts has been documented and described in this publication. Although our setting is rural hispanic, the steps taken to plan and implement this program may be applicable to urban areas as well. We are glad to have the opportunity to share our experiences with others.

A spanish saying decrees that "poco a poco se anda lejos." (Little by little, you travel a long ways.) With this thought in mind we invite you to share our lessons learned.

The writer would like to acknowledge the efforts of the entire Chama Valley School District and its communities in efforts to make the community education process an integral part of school district operations.

In addition, the administrative staff and school board of the Chama Valley Schools are to be commended for the support given in implementing this program.

Gracias,

Ricardo Barros
Writer

FOREWORD

The Community Schools and Comprehensive Community Education Act of 1978 provides discretionary grants to local educational agencies (LEA's) for the purpose of furthering the concept of community education nationally. The intent of this legislation is carried out by awarding grants to exemplary LEA projects which are implementing unique or innovative community education components which may be replicated in other communities wishing to initiate or strengthen a similar component.

During the last two years, a primary goal of the Community Education Program has been to make quality products available to those individuals and organizations interested in developing community education. The Program has not only produced packages about community education, but through an intensive dissemination strategy informed the public about the products.

One important part of this dissemination strategy has been the identification and support of SEA and LEA projects that propose to develop community education component areas or practices that might be replicated by other community educators across the nation. The Community Education Program, allocates substantial resources and personnel to assure maximum fulfillment of grants. When particularly strong projects emerge, we attempt to make as many people as possible aware of the exemplary programs. We feel that dissemination of exemplary programs is as critical as the production of quality materials and products.

The Program staff believes this strategy will result in greater utilization of quality community education practices. This multifaceted strategy will produce packages or products and inform the public about these products, provide orientation opportunities, provide opportunity to test and fit innovative practices into a particular situation, and establish community education as a part of other ongoing programs.

During FY 79, the Program assisted 11 projects (4 SEA and 7 LEA) to develop products, create national awareness, and assist others to adapt or replicate. In FY 80, 25 additional projects have been targeted for product development.

THE FIRST STEP--DOCUMENTATION

In order to aid grantees to implement this mission of furthering community education, provisions were made for each grantee in Fiscal Year 1980 to develop a publication. This series of publications is entitled Community Education--Proven Practices II. Each publication in the series deals with the documentation of a specific component of a community education program. The documentation provides in detail the community education process used to implement the subject area. These publications are designed to facilitate the adaption of the component area with comparative ease by another community.

All local community education projects funded contain the minimum elements as part of their community education program. In addition, all projects funded have successfully addressed the criteria as published in the regulations governing the Community Schools and Comprehensive Community Education Act of 1978. Therefore, the component area being documented by each project in the Proven Prac ices II, is just one of the required community education components contained within the project. The subject of each publication has been identified as the unusual aspect of the total exemplary community education program.

Many of the publications in this series address the traditional community education components such as citizen participation and interagency collaboration and coordination. However, many other publications are unique in that they address the total community education process used to implement programs of social concern which impact on many communities today.

These publications include such subjects as child abuse, redirected homemakers, and programs for dropouts. Each of these publications demonstrates how the minimum elements of the community education process are used to positively affect these troubled areas.

A STEP BEYOND --REPLICATION

An attempt has been made to make the publications as readable as possible for those interested in replicating the subject area in their own community. Each publication describes the administrative design, and the community education process used to implement the component area. Problems, defeats, and outcomes reached are addressed. Each publication should be complete within itself.

Thorough familiarity with the publication is recommended in order to replicate the component area. Should you have questions concerning this information presented you should not hesitate to contact the project director for further information and clarification.

State Departments of Education are equipped to provide developmental technical assistance to anyone wishing to use publications of this series for replication. Personnel at the Centers for Community Education are available to provide training and technical assistance. Both of these groups may be called upon for assistance.

A list of all publications developed in the Community Education--Proven Practices II starts on the following pages. The publications may be obtained by writing to my office at the address shown below.

We are continuing to provide support to LEA grantees in the future for this type or similar activity, therefore, we would appreciate your comments and suggestions regarding these publications. I hope that these publications are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi
Director
Community Education Program
U.S. Department of Education
Regional Office Building, Room 5622
7th and D. Streets S.W.
Washington, D.C. 20202

Community Education Proven Practices II

FEDERALLY FUNDED
LOCAL COMMUNITY EDUCATION PROJECTS

ADDRESSING THE NEEDS OF ADOLESCENTS - Ossining Union Free School District, Ossining, New York

ADMINISTRATIVE PROCESS FOR URBAN COMMUNITIES - Community School District #3, New York City Board of Education, New York, New York

ALTERNATIVES TO SUSPENSIONS, EXPULSIONS AND DROPOUTS Brooks County Board of Education, Quitman, Georgia

A PROCESS FOR THE URBAN COMMUNITY - Community School District #4, New York City Board of Education, New York, New York

BUILDING NEIGHBORHOOD COMMUNICATIONS NETWORKS - Community Service and Public Information, Salem Public Schools, Salem, Oregon

DEVELOPING A COLLABORATIVE NETWORK - Stamford Board of Education, Stamford, Connecticut

FOR PARENTS AND KIDS SAKE (PREVENTION OF CHILD ABUSE AND NEGLECT PROGRAM) - Poway Unified School District, Poway, California

FUNCTIONS OF A COUNTY-WIDE COUNCIL - Comal Independent School District, New Braunfels, Texas

INVOLVING THE NONENGLISH SPEAKING COMMUNITY - Community School District #2, New York City Board of Education, New York, New York

LEADERSHIP ROLE FOR TEENS - Elmira City School District Board of Education, Elmira, New York

LOCAL COMMUNICATIONS SYSTEM - Madison Local School District, Madison, Ohio

LOW INCOME CITIZEN INVOLVEMENT - Weld County School District, Ft. Lupton, Colorado

OLDER ADULTS IN THE SCHOOLS - Cajon Valley Union School District, El Cajon, California

PARENTS AS PARTNERS IN EDUCATION - Pike County Board of Education, Troy, Alabama

POOLING RESOURCES (AGENCIES WORKING TOGETHER) - Gloucester City Department of Community Education, Gloucester, Virginia

PROGRAMMATIC AND FISCAL IMPACT - Newton Community School, Newton Centre, Massachusetts

PROVING PARTNERSHIPS PAY (COST EFFECTIVENESS) - Gloucester City Department of Community Education, Gloucester, Virginia

PUBLIC AND PRIVATE SCHOOLS WORKING TOGETHER - Freeman Public School, Freeman, South Dakota

PUBLIC RELATIONS STRATEGIES FOR RURAL COMMUNITIES - Alamogordo Public School, Alamogordo, New Mexico

RURAL/HISPANIC COMMUNITY - Chama Valley Independent School #19, Tierra Amarilla, New Mexico

SERVICES TO DISPLACED HOMEMAKERS - Austin Independent School District, Austin, Texas

STRUCTURE FOR COOPERATIVE EFFORTS - Richland City School District #3, Columbia, South Carolina

TEAM LEADERSHIP DEVELOPMENT - Tucson Unified School District 1 Tucson, Arizona

UNDERREPRESENTED GROUPS IN RURAL SETTING - Charles City County Public School System, Charles City, Virginia

USE OF EXCESS SCHOOL SPACE - Upper Arlington Board of Education, Upper Arlington, Ohio

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DESCRIPTION OF SETTING

Description of Chama Valley School District

The Chama Valley Independent School District serves twelve rural communities. Its service area has a total population of approximately 3,500, composed of 82.4% Spanish-surnamed and 17.6% Anglo.

The Superintendent's Office is located in Tierra Amarilla, New Mexico, which is the County Seat for Rio Arriba County.

The economic base of the service area relies primarily upon ranching and lumbering. This economic mainstay, in turn, renders families to low-income status primarily due to the seasonability of employment.

The school district has three elementary schools: Chama Elementary, Tierra Amarilla Elementary, and Canjilon Elementary; two middle schools: Chama Middle School, and Tierra Amarilla Middle School; and one high school: Escalante High.

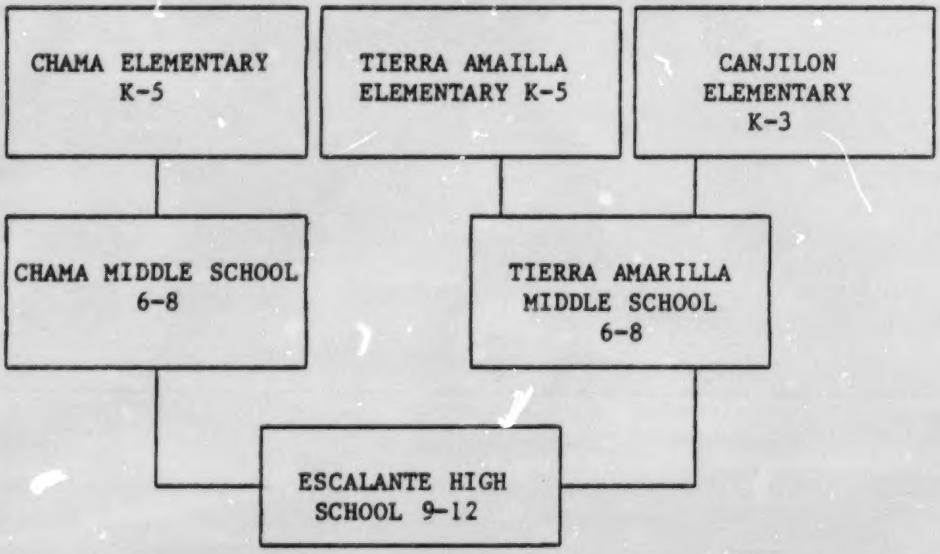
Demographic Features of School District

The Chama Valley Independent School District service area is made up of twelve communities. These include Canjilon, Cebolla, Las Nutrias, Tierra Amarilla, Ensenada, Los Ojos, La Puente, Chama, Los Brazos, Canones, Monero, and La Plaza Blanca. The village of Chama has the largest concentration of people in the area (see map which follows). Chama has a population of approximately 1,500 people. Population density is between three and five persons per square mile. There are eleven villages in the district but most of the inhabitants live off the main roads or in the desolate interior region where roads are sandtrack when dry, and treacherous mud when wet. The main occupations within these communities are ranching and lumbering. Per capita income is estimated to be below $1,000 per year. The only other significant local source of income is service business in the larger towns and the few villages, scattered trading posts and schools, plus welfare, social security benefits, and federal and county government offices. Many residents travel seasonally to Utah and Colorado for migrant farm work.

Description of Project Schools Feeder System

The feeder system for grade progression in the Chama Valley Independent School District used in the community education program is depicted in the diagram:

FEEDER SYSTEM: CHAMA VALLEY SCHOOLS

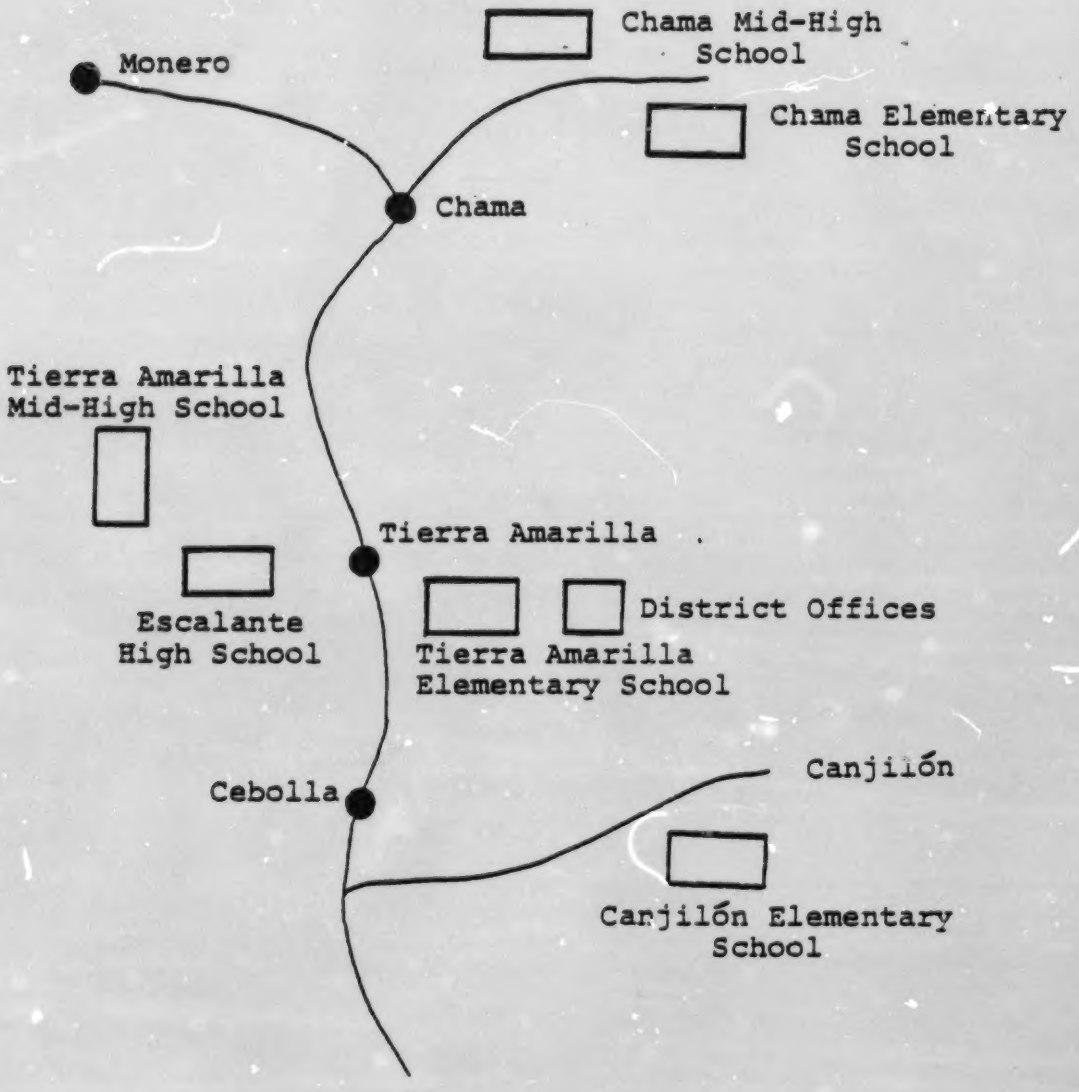


Chama Elementary students feed into the Chama Middle School. Both Chama and Tierra Amarilla Middle Schools feed into Escalante High School.

Geographic Location

The Chama Valley Schools embrace a geographic area of approximately 600 square miles in North Central New Mexico. The map which follows shows the location of the Schools served by the Chama Valley Independent School District community education project.

M A P


Chama Mid-High School
Monero
Chama Elementary School
Chama
Tierra Amarilla Mid-High School
Tierra Amarilla
Escalante High School
District Offices
Tierra Amarilla Elementary School
Canjilón
Cebolla
Canjilón Elementary School

PLANNING FOR A COMMUNITY EDUCATION PROGRAM

Planning for the Chama Valley community education program has involved a number of activities occurring simultaneously to insure the completion of the various program objectives. The planning process has attempted to provide for continuous input by all participant groups throughout the implementation.

A critical factor to the success of this project has been the extent to which the program planning has remained flexible and open to change. Project staff have attempted to provide for a "self-correcting" and on-going evaluation component to provide for appropriate revisions and refinements. In short, the process of planning and implementation has included these features:

- o mutual adaptation by the client and provider of services, so everyone involved has a stake in the project,
- o continuous planning, and
- o continuous problem solving.

A lesson learned from project implementation has been the importance of keeping project operations open and thereby responsive to project needs that may arise. The ability to maintain an open attitude with regard to planning and implementation stategies has been an integral part of the process for developing and implementing project objectives. The intent to provide for continuous input from all project participants has been critical not only in revising project objectives, but in evaluating progress.

The management/evaluation and documentation system employed with the Chama Valley Schools Community Education Project has been the base for changes effected within project operations. The chart/format for the management system is reported thusly:

Objectives/ Activities	Participants/ Resources	Outcome	Date	Evaluation Remarks

The documentation function of the management system is emphasized in that the reporting process becomes central to all activities. The management/documentation system involves five steps:

Steps in Developing Management Plans

- o Proposed components to be implemented are reviewed by the affected groups (community council, volunteers).

- o A plan for implementation using the management chart is drafted and presented to the same affected groups.

- o Affected groups provide input into the proposed management/implementation chart. Consenus is reached with regard to dates, responsibilities, etc.

- o The developed plan is implemented, with responsible persons providing narrative evaluative comments to justify any changes or revisions made.

- o The implemented plan with evaluative comments/remarks serves as the evaluative documentation of the event in question.

The implemented management plans for several of the community education components have evolved into replicable plans for these components, complete with discrepancies, alterations and adjustments to the original plans, and resulting in the recording of the actual implemented strategies.

The management/implementation plans for implementing a communty education program in your respective school site will differ. The intent of this publication is to offer "hands-on" suggestions in methods of implementing a community education program, including:

- o How to Establish a School Community Council: Conducting an Election.

- o How to Conduct Training Sessions for Community Council Members and Volunteers.

- o How to Conduct Community Council Meetings.

- o How to Conduct a Community Needs Assessment Survey.

- o How to Evaluate the Effectiveness of the Community Council.

The documentation/management plans for conducting training and meetings are included in the evaluation section as examples of a documented event.

HOW TO ESTABLISH A SCHOOL/COMMUNITY COUNCIL: CONDUCTING A COMMUNITY COUNCIL ELECTION

Parent Advisory Councils have been organized in a variety of means. Members of volunteer advisory councils have been appointed, have volunteered, or have possibly been elected. The Chama Valley Schools Parent Advisory Council was organized in 1974 to act in an advisory capacity to the Chama Valley Independent School District Title I program. At this time, the PAC was organized on an appointed basis, with members being replaced through a show of hands election conducted at PAC meetings.

In 1978, the Chama Valley Schools received a grant from Teacher Corps, the U.S. Department of Education. Federal guidelines of the grant mandated the district-wide election of a Community Council within ninety days of the grant award. As a result of this mandate, the Chama Valley Schools have conducted a yearly election to determine council membership and participation. The following section will outline the various steps taken to conduct a community council election, and will consist of the following:

- o Initial Management Plan for the Community Council Election.
- o Role groups involved in the Community Council Election.
- o Election Organization Committees
  - Publicity Committee
  - Rules Committee
  - Logistic Committee

It must be emphasized that the Community Council has been the basis for the development of the Chama Valley Independent School District Community Education Program.

Initial Management Plans for Communtiy Council Election

In order to ensure an election characterized by high community participation and input, the following tasks were identified as being necessary in conducting the district-wide election:

Community Council Election Activities

Activity 1: Conduct organizational meeting for election-set up election organization.

Activity 2: Decide who will be responsible for organizing the election.

Activity 3: Prepare election organization meeting schedule.

Activity 4: Develop election calendar, set election date.

Activity 5: Organize activities to inform public about election

Activity 6: Develop election rules-develop election notice.

Activity 7: Develop a polling map-determine where people will vote.

Activity 8: Develop nomination procedure.

Activity 9: Develop public request for nominations.

Activity 10: Determine voter eligibility list.

Activity 11: Select election assistants and election workers, and conduct training for election workers.

Activity 12: Hold election and post results.

The following narrative will provide a more detailed explanation of the election process, including role groups involved, examples of action taken, and where appropriate, problems encountered and lessons learned:

1. Conduct organizational meeting for election - set up election organization. Whether this task falls on a school administrator, community coordinator, or volunteer, it is a necessary first step. As with any process, you will want to allow for as much participation as possible, inviting volunteers, teachers, administrators, students, and present advisory council members to this initial meeting. You will be discussing reasons for the election, why everyone's involvement is necessary, and future plans in holding the election. It is important to begin your election organization with as varied and wide a representation as possible, giving the effort widespread support.

2. Decide who will be responsible for organizing the election. This task may be accomplished in your first meeting. You will want to divide the various tasks involved to assure citizen participation, and this can be done through the formulation of these various committees:

   a. Rules Committee, which will be concerned with developing the rules for the election, including voter eligibility, boundaries, dates, methods of voting, etc.

   b. Logistics Committee, which will be concerned with the "machinery," i.e., polling places, clerks, ballots, counting votes, etc.

c. Publicity Committee, which will be concerned with publicizing the election through posters, speakers at meetings, telephone services, or various ways which may be more appropriate for your community.

Each committee will elect a chairperson, and it must be emphasized that the committees will be dealing with specific tasks, and are expected to complete these tasks within the time period specified by the entire election organization.

3. Prepare election organization meeting schedule. Once consensus is reached by the various committees on the tasks to be accomplished, you may want to prepare a master calendar, or timeline, of the election organization meeting schedule. This is helpful in keeping the organization's various committees and individuals informed of the others' actions, and lends to the feeling of teamwork in accomplishing the election. You will want to involve the committee chairpersons in this task, as their commitment to completing these tasks and involving their committee members is essential.

4. Develop election calendar, set election date. As part of the publicity for the election, you may want to develop an election calendar which highlights the important dates leading to the election (last days to file or drop from elections, election day, committee meetings, etc.). This election calendar may be disseminated through the community, giving other participants the opportunity to become part of the election effort. This is the responsibility of the Publicity Committee.

5. Organize activities to inform public about the election. Although this is the responsibility of the Publicity Committee, this is the activity that will most determine the amount of participation in your election effort. The publicity activities will differ in varied communities, but the objective will remain the same: get the word out to as many people as possible, informing them why the election is taking place, and what they may do to get involved. The involvement of agencies, churches, use of posters, flyers, telephone services, door to door campaigns, radio, television, newspapers and notices sent home with students are among the many activities you will want to explore in publicizing the election and attracting participants.

6. Develop election rules, develop election notice. The rules committee of the election organization will be charged with the responsibility of developing election guidelines, including:

- o date of election
- o size of council
- o method for selection of candidates
- o terms of offices

- o positions on ballot
- o withdrawal of candidacy
- o procedure for voting
- o voting sites
- o ballots to be used, marking on ballots, ballot box
- o clerks and judges
- o closing of polls
- o canvassing

As with the other committees, the rules committee will report to the other committees when their task is accomplished, presenting their findings for group consensus. The rules committee will probably be the hardest working committee, as the rules which are adopted in your initial eleciton will remain essentially unchanged through future elections.

7. Develop a polling map - determine where people will vote. This task will be a function of the Rules Committee and Publicity Committee. A map showing the respective voting sites in the various communities being an excellent way to continue publicizing the election effort.

8. Develop nomination procedure, public request for nominations and voter eligibility list. These tasks, although being a function of the Rules Committee, are avenues for generating publicity for the election, especially the request for nominations. If you have no candidates, you have no election, and the effort to attract candidates will be important.

9. Select election assistants and election workers, and conduct training for election workers. This task will be a responsibility fo the Logistics Committee, and the election workers (paid and/or volunteers) will have the responsibility for actually carrying out the election. Training in the election rules and process will be necessary, however, and will be based on the rules developed for the election.

10. Hold election - post results. After all the committee work and meetings, it's election day, and you will be concerned with taking care of any details which may come up, and by the end of the day canvassing the votes and posting the results.

By the following day, the results are posted, the election process is complete, and your school community council has been elected. It may be appropriate to emphasize a few points at this time:

- o Try to involve as many representatives from potentially affected audiences as possible.

- o Spread the responsibilty for the election while adhering to specific time-lines.

- o Make communities report to each other, in efforts to establish ownership of the election and subsequent elected council.

- o Remember the main function of the council - to bring together affected audiences for a common purpose, to better the educational opportunities for all children.

Now you have an elected council, now what?

HOW TO CONDUCT TRAINING SESSIONS FOR COMMUNITY COUNCIL MEMBERS AND VOLUNTEERS

It is not enough to elect a representative council and expect members individually and collectively to begin assuming the very important tasks which have been placed before them. It is not realistic to expect individuals to begin working as a group, planning and making decisions that affect them, without providing them with training to effectively carry out this responsibility.

Although individual council members and councils will vary in the type of training they will need, Carrillo (1979) lists some of the more common training needs:

- Goals and regulations of existing regular and special programs which may affect them.
- School district policies and regulations affecting them.
- Specialized training in planning, the techniques and strategies of change, needs assessment, problem-solving and decision-making techniques, team building, communications, values clarification, public relations techniques, effective meeting skills, definition of council role and functions, bylays development, community involvement techniques, community education, inter-agency involvement, program evaluation, etc., etc., etc.

As you can see, training needs may vary greatly in content and need from council to council. The important consideration, however is that councils and council members will need training to become effective partners in the overall goal of improving education through involving communities in the educational process.

The remainder of this section will offer suggestions on setting up a training event for your community council. Although the content for the training event is not specified, it will assist you in setting up, organizing, and implementing any training event which you want to effect.

Basically, the following steps will be taken to complete a training event by the person in charge of completing or conducting training for the council:

Activity 1: Review and become familar with any training activities proposed for council members.

Activity 2: Identify community council members or volunteers and establish Training Activities Committee.

Activity 3: Meet with Training Activities Committee and review/revise proposed training activities.

Activity 4: Present revised training activities to entire community council for approval.

Activity 5: Identify consultants/resources needed for implementation of training activities.

Activity 6: Identify participants for training activity.

Activity 7: Arrange logistics for completion of training event.

Activity 8: Conduct training event.

Activity 9: Evaluate training event.

1. Review and become familiar with any training activities proposed. Before implementing any training activities, you will want to familiarize yourself with any training which may be proposed for the council. Although you may not follow the proposed training, it is important to find out what resources you have available along with what plans are in existence for training activities.

2. Identify community council members or volunteers and establish Training Activities Committee. To continue with the objective of involving council members and sharing the responsibility, form a committee to assist you in planning training events. You will meet with this group continually to receive feedback and input on any training events you may want to implement. Again, the affected audience is having a say on those events that will affect them.

3. Meet with Training Activities Committee and review/revise proposed training activities. Approximately one month prior to beginning your council training, meet with your training committee to review the proposed training and develop a training plan which is consistent with the council needs. The committee will reach consensus on this revised plan before presenting to the larger group.

4. Present revised training activities to entire community council for approval. At an appropriate council meeting, present the revised training for official community council action and approval. It is advisable to have a committee member other than yourself (preferably a council member) present the plan for council approval. This plan will include the contents for training, based on the council needs.

5. Identify consultants, resources needed for implementation of training activities. Approximately one month prior to conducting the training begin identifying consultants or resource persons that will assist you in conducting the training by

will need to determine your financial resources, and keep within your budgeted amounts.

6. Identify participants for training activity. Identify the participants one month prior to conducting the training. Ideally, you will want 100% participation from council members, but volunteers not elected to the council, and staff members may be among other participants. One month prior notice should allow participants the opportunity to plan for participation and allow time for the activity.

7. Arrange logistics for completion of training event. Three weeks prior to the implementation, you will arrange for transportation, location, reimbursements, payments, agendas, childcare, coffee, meals, and the many details which must be addressed before you implement your training.

8. Conduct the training event. You have arranged logistics, participants and consultants have been notified and are present, the atmosphere is pleasant, and you are ready to begin preparing council members for their roles.

9. Evaluate training event. Upon completion of the training event, you will want to evaluate the effectiveness of the training event in question. Basically you are asking what was right, and what could have been better? It is not enough to evaluate, participants should understand the reasons for evaluating, the questions you want answered, and the role that evaluation plays in future planning. Although there are numerous techniques for evaluating, the purpose is important at this time. Did the training meet your council's needs? Will it help the council function? What other needs were pointed out? What directions does the evaluation give you? Convey these results to your council, and use them to assist you in continuing your training plan.

Training for council members should be considered a continuous activity, not a one-time affair. Experience shows that attempts to involve council members in planning the training are important, and the aforementioned process can be used in implementing any training event. At any rate, you have elected and started training your community council as the basis for your community education program. Now what?

HOW TO CONDUCT COMMUNITY COUNCIL MEETINGS

Depending on the bylaws developed by your council, meetings will be held monthly, weekly, quarterly, as specified. Although the subject of holding meetings is not particularly stimulating, there are certain steps to insure that council meetings serve a meaningful purpose, and are an effective use of council time. Council meetings should allow council members the opportunity to become involved in planning, discussing, and carrying out solutions to problems that may exist.

As a coordinator or volunteer charged with organizing and conducting council meetings, you will want to address the following tasks:

- o Become familiar with the bylaws developed and/or adopted by your council.
- o Meet with communty council chairperson to begin planning for meetings.
- o Contact council members and staff members to request agenda items.
- o Review past meeting minutes for continuing or carryover agenda items.
- o Mail/deliver detailed agenda to meeting participants, including all necessary materials.
- o Contact meeting participants to remind them and to receive any new agenda items.
- o Using "California Teacher Corps network Checklist for Planning Meetings" **(Attachment A)** as a guide, review various activities to be completed before meeting is held.
- o Carry out meeting as scheduled.
- o Document and evaluate meeting.
- o Carry out follow-up actions.

1. <u>Become familiar with the bylaws developed and/or adopted by our council</u>. Your council's bylaws will be the basis for your meetings, and you will have to become very familiar with the information contained therein, including role, function and responsibilities, membership, meetings, voting and quorum, governance, officers and duties, committees/task forces, and limitations and amendments.

2. <u>Meet with community council chairperson to begin planning for meetings</u>. You will want to make the community council

chairperson your partner in setting up the council meetings. It cannot be overemphasized that the chairperson will conduct the meetings and has a right to feel ownership for that meeting which will be taking place. This meeting will involve discussing prelimimary agendas based on past meeting minutes, and general brainstorming (guest speakers?, entertainment?). This meeting should occur three weeks to one month prior to that meeting.

3. Contact council members and staff members to request agenda items. After developing a preliminary planning agenda with your chairperson, allow approximately three weeks prior to the meeting to communicate with other council members requesting agenda items for the next meeting. In addition to requesting agenda items, this will allow for you to receive feedback on prior meetings, and is a good opportunity of keep communication channels open to other counci and staff members.

4. Review past meeting minutes for continuing or carryover agenda items. Your council will be taking various actions during their various meetings. These actions may take the form of resolutions, directives to staff, or collective actions (committee meetings). One of the most important aspects of your job will involve carrying out these actions. There are few actions that will demoralize a council as much as not having their directives carried out or coming to council meetings and discussing repeatedly the same agenda items. If a council approves a resolution to write a letter to the superintendent, and the letter has not been written at the next meeting, for example, the council's role and effectiveness could be questioned. If this happens repeatedly, it could be under-mined. Items generated at meetings, then, are important in formulating meeting agendas.

5. Meet with community council chairperson and appropriate staff to develop/finalize council meeting agenda. After completing the previous steps, you are ready to develop the finalized agenda for your community council meeting. This meeting should be held approximately two weeks prior to the community council meeting, and will result in a finalized agenda for your meeting which has included input from all those audiences affected in conducting this meeting.

6. Mail/deliver detailed agenda to meeting participants, including all necessary materials in this mailing. You now have an agenda for your meeting, and to prepare council members for participation, will want to mail or deliver the agenda and supportive materials to council members. This activity should occur two weeks before the meeting, allowing time for council members to react to the agenda and contact you if questions arise.

7. Contact meeting participants to remind them and to receive any new agenda items. One lesson you will learn, is that council members and meeting participants must be reminded constantly of meetings, their importance, and the important role these individuals play. One week prior to the meeting, a phone call to council members to remind them and to field any questions will be helpful in conducting and carrying out a successful meeting. You may receive new items for your agenda at this time based on individual members' concerns.

8. Using "California Teacher Corps Network Checklist for Planning Meetings" (Attachment A) as a guide, review various activities to be completed before meeting is held. Although this checklist is exhaustive, it may be helpful to you in making sure all the details are taken care of before the meeting.

9. Carry out meeting as scheduled. By now you have allowed for maximum participation in planning the meeting, you have notified participants (twice), you have used a checklist to prepare, and are now ready to conduct your meeting.

10. Document and evaluate your meeting. The minutes of your council meeting will suffice as documentation, and will include all actions occuring at the meeting. Your evaluation of council meetings may be formal or informal, but will revolve around some of the following questions:

    - Was the meeting too long?
    - Did members participate?
    - How was attendance?
    - Was the atmosphere conducive to business?
    - Was the meeting necessary?

11. Carry out follow-up actions. You have completed the meeting. If any immediate follow-up activity is needed, make it a priority. After this, you will begin the cycle of planning for your next meeting.

The section on evaluating a community council contains the documentation/management plans for conducting a community council meeting. These plans will show the timeline associated with conducting the meeting.

IMPLEMENTING A COMMUNITY EDUCATION PROGRAM: HOW TO CONDUCT A COMMUNITY NEEDS ASSESSMENT SURVEY

Up to now, this document has centered on planning for a community education program, and has encompassed the following major activities involved in implementing a community education program:

- o How to Conduct a Community Council Election
- o How to Conduct Training for Community Council Members
- o How to Conduct Community Council Meetings

This section of the document will begin outlining steps to implement a comprehensive community education program. More specifically, this section details the activities involved in identifying needs and planning to meet those needs through activities associated with a comprehensive community education program.

The strategy employed in implementing a community needs assessment was seen in terms of multiple use. This is important in that the survey to be completed for the community education program could serve other functions for the school district. As a result, information aimed at determining quality of instruction, classroom discipline and school-community relations, for example, can also be included as part of the community survey, the intent of this inclusion being not only to serve and identify wider district needs, but also to involve other district personnel by giving them a stake in the ownership of the survey. As in the other activities associated with planning the community education program, the involvement of all affected role grups and individuals is to be sought.

The Process

Initial discussions with local school district staff regarding the Chama Valley Independent School District district-wide community survey resulted in agreement that the survey would attempt to meet the following objectives:

1. To publicize the district's effort to implement the community eudcation program,
2. To gather data which would be useful in planning the community education program,
3. To gather data which would be useful for other school district programs (i.e. Title I, Bilingual Education), and,

4. To provide a method by which various role groups in the community (teachers, parents, senior citizens, community council members) could begin the process of working together on a project that would serve as a model for the Chama Valley Schools Community Education Program.

It is important to emphasize that although the survey is to be a method for gathering data, the over-riding concern is to make it a method for activating community resources by providing an activity that various segments of the community can participate in.

Preliminary planning discussions with community education staff members resulted in the development of an overview of the tasks involved in completing the community survey. Further analysis of the overview enabled the development of a comprehensive plan for the district-wide survey. The tasks outlined in the overview are as follows:

Overview of Community Survey Tasks to be Accomplished

- o Gather and review sample questionnaires.
- o Compile sample questionnaires.
- o Organize Needs Assessment Task Force.
- o Conduct Needs Assessment Task Force training.
  - Orientation on needs assessment process
  - Present sample questionnaires.
  - Present survey administration plan.
  - Train volunteers in interviewing process and techniques.
- o Develop model questionnaire, utilizing Task Force input and sample instruments.
- o Present needs assessment plan to community council and school board.
- o Conduct final training for volunteers and Task Force members.
- o Administer survey questionnaire.
- o Collect and analyze data.
- o Present findings to appropriate groups.
- o Gather needs assessment task force to follow-up for prioritization and implementation.

The time involved in carrying out the community survey will vary in different communities. In our case, a total of two and half (2 1/2) months was spent on implementing the survey. It must be emphasized, however,

that the primary objectives involved not only the acquisition of data, but the involvement of affected audiences and the generation of publicity and awareness for the community education program. The actual time spent in administering the questionnaire, for example, involved only two weeks, but the preparation and follow-up activities demanded much more time and effort. The following section will detail the various tasks accomplished, giving suggestions based on the experience gained as a result of the implementation.

1. Gather and Review Sample Questionnaires. Once the commitment is made to implement a community survey, district community education staff contacted various agencies involved in similar activities (Centers for Community Education, State Department of Education, and other local school districts) to gather and review sample instruments which had been used. The intent here is to begin the process with material which has been used previously and may be adaptible to your situation. This task was felt appropriate for staff members as they would play the guiding role in implementing the survey.

2. Compile Sample Questionnaires. After reviewing the questionnaires to be reviewed, staff members were to narrow the list of possible usable questionnaires as a preliminary step in developing the instrument to be used. At this point in the process, your primary concern will be in determining the information which you want to surface through the survey.

3. Organize Needs Assessment Task Force. This activity may be the most vital one of the survey process, as you will be involving different role goups of the school community in implementing the needs assessment. The role groups involved in the Chama Valley Schools Needs Assessment Task Force included:

   - Community Coordinator(s)
   - Bilingual Education Teacher(s)
   - Community Council Chairperson
   - Community Council Members
   - School Counselor
   - Administrative Staff from Central Office (Superintendent, Assistant Superintendent)
   - School Principal(s)
   - Secretarial Staff
   - University Staff

   Although the list seems exhaustive, in retrospect, the membership of the Task Force was lacking in representation from various role groups. Agencies involved with the schools (social service), senior citizens, and clergy, for example, were role groups that were not involved in our effort, and would have been useful. The point to consider, at any rate, is that this task force can be a vehicle for giving feedback, promoting awareness, and establishing ownership for the needs

assessment process. We cannot overemphasize the importance of having these various role groups which you involve feel ownership for the needs assessment to be conducted.

4. Conduct Needs Assessment Task Force Training. As in any council activities which you undertake, you will want to make preparations to assure that your participants are well prepared and aware of the efforts which they are to undertake. In this particular survey to be implemented, the following types of training were offered, and proved to be beneficial:

   - o Orientation on Needs Assessment Process. In order that volunteers may understand the rationale for the use of needs assessment as a planning tool, to be used to identify needs and direct the program to meet those needs.

   - o Present Sample Questionnaires. During part of the task force training, you will present some of the sample instruments which the staff has reviewed. This will serve to show the various data which will surface with various questionnaires, in addition to giving task force members filling out questionnaires to become familiar with difficulties they may encounter in filling them out. This activity is a preliminary step in developing Task Force input in formulating your own questionnaires.

   - o Present Survey Administration Plan: During the training session, you will want to present your ideas on how the survey will be administered (door to door, random sample community meetings). Although you will have a plan for administering the survey before meeting with the Task Force, this will allow Task Force members to provide further input in the mechanics of the administration, as they will be deeply involved in this activity.

   - o Train Volunteers in Interviewing Processes and Techniques. Since some members of the Task Force will be involved in volunteering to administer the survey instrument, you will want to provide an overview on tips for conducting interviews and filling out the questionnaires. The purpose for this short session is to gather questions or concerns that may arise in your planning towards the implementation of the community survey. These issues will be addressed in a separate final activity to train the volunteers before the actual implementation of the survey.

5. Develop Model Questionnaire, Using Task Force Input and Sample Instruments. Perhaps the single most important item involved with the survey is the questionnaire intself. The questionnaire is the one tangible item that everyone can feel ownership

or attachment with. Your objective in developing the instrument should be to provide an avenue for everyone's input. If a bilingual education teacher absolutely must, for example, include a question on the effectiveness of the bilingual program in the survey, this may be the time to include it, depending on the consensus of your needs assessment task force. Through a combination of reviewing the sample questionnaires and providing for input from individual Task Force members, you will develop a questionnaire reflective of district needs and providing for individual needs as well. **Attachment B** includes a copy of the questionnaire utilized in the Chama Valley Schools needs assessment survey.

6. Present Needs Assessment Plan to Community Council and School Board. By this time you have finalized your plan for administering the survey, the instrument to be used, and you have trained a group of volunteers that is willing to work with you in administering the survey. In addition, the awareness of these individuals should be providing a measure of support for your effort. You are now ready to present the finalized plans to the local school board and community council. The presentations to these groups should serve to promote awareness and support for the effort and to facilitate the activity by creating a broader base of support. In our case , for example, after the presentation to the entire council, members voted to administer five questionnaires each and undergo the training necessary to accomplish this. In addition, the school board adopted a policy urging all staff and community members to cooperate in this activity.

7. Final Training for Volunteers and Task Force Members. Prior to the actual implementation of the survey, a final training and information-sharing session should be held with the needs assessment task force and recruited volunteers. Although the main objective of the session will be to answer any questions that may have come up, you will want to spend part of the time in providing a review of the entire process, including expectations, time lines, and responsibilities. Since this is the final group meeting before actual implementation of the survey, all doubts and questions must be addressed, and everyone should have all questions ansewered. By this time, you will have prepared packets for the volunteers containing the following information:

   - Questionnaires
   - Names and addresses of persons to be surveyed;
   - A checklist for reporting on those persons surveyed;
   - An identification tag, if necessary; and
   - Paper, pencil, folders, etc.

You now have developed a cadre of trained volunteers, a plan for administering the survey, a plan for collecting the data,

awareness and support for the activity, and an instrument that everyone is anxious to administer.

8. Administer Survey Questionnaire. As a result of the prior activities, this will be the easiest part of the entire activity, with only one caution to be given: make the survey administration a concerted effort, something to be accomplished through an intensive, short term effort. While interest is high, the response will be higher. The longer the survey drags on, the less the enthusiasm and interest will be.

9. Collect and Analyze Data. This task will be the responsibility of project and/or school district staff, and is a rather straight-forward task-tabulating the responses after the questionnaires have been collected.

10. Present findings to Appropriate Groups. After completing the survey administration and analyzing the data, it will become necessary to begin presenting the findings to those groups, individuals and/or agencies which you have involved in your project. It should be emphasized that this is not a negative report. In other words, you should not report that "The English Department is doing a terrible job," but rather that, "The survey shows that improvement may be needed in this area." A survey is not intended to showcase or indict individuals, but should continue as the vehicle for planning program development activities which it started out to be. You may want to make reports to the community council, school board, teaching staff, students, and any other audiences which may have become involved with the survey. The intent now is to continue the involvment of individuals and organizations as a solid base for your community education program. Now that they have become involved in identifying needs, you will want to involve them in developing programs to meet those identified needs.

11. Gather Needs Assessment Task Force to Follow-up For Prioritization and Implementation. You have completed the survey—your data has been collected, analyzed, and presented to various groups. At this point, a transition in strategies will occur. The needs assessment task force will become a planning task force, and will be charged with prioritizing needs in order that programs may be developed to meet those needs. In contrast to having the program aim at meeting all those district needs uncovered, the task now is to reach consensus on various objectives that everyone agrees are district priorities and may be addressed through the community education program.

The following section will present a summary of data resultant from the Chama Valley Independent School District survey, pointing out the needs that were to be addressed through the community education program.

Summary of Community Survey/ Needs Assessment

Table I presents a summary of general categories of interest as reflected in the needs assessment. Although not reflected in **Table** I , the survey responses fell logically into the three community education categories of Self-Improvement Interests, Recreational/Special Interests, and School-Related Interests. However, the rank order data presented in **Table** I represents a ranking of the general areas as opposed to ranking of importance within the three categories. **Table** I also reflects those broad categories of interests to be addressed by the Community Education Project, as well as those to be addressed by other projects and by the community at large. The remaining categories include areas that could be addressed by the Northern New Mexico community College.

Closer analysis of the data within sub-categories of items indicated that 54.3% of the sample population felt that the Chama Schools rated 'poor' in "Providing alternative programs such as summer school, evening classes, etc." Thirty-one percent of the sample population rated the schools 'poor' in "Making school facilities available for community functions." Poor communication between the school board and community was considered 'very much' a problem by 32% of the sample, and 34.6% felt that communication between administration and community was 'very much' a problem. In comparison, 20.7% of the sample considered staff and community communication to be a problem. This suggested that using the schools for community education activities as well as a training laboratory for community volunteers who wish to serve school support roles, would greatly increase the LEA/Communtiy communication.

When considering all available data from LEA/Community needs within the budgetary constraints of the project, it became clear that parameters had to be established as to those responsibilities the Community Education Project would and would not be able to assume. Thus, the project activities in each of the three categories of needs are defined below:

1. Self-Improvement Activities: These activities include High School, A.A. and B.A degree oriented coursework and vocationally related instruction. The project's role in the delivery of this training is limited to:

   a. the provision of three units per semester in school support functions;
   b. working as liaison with Northern New Mexico Community College for the delivery of on-site continuing education courses; and
   c. definition and delivery of GED/ABE training programs.

2. Recreation/Special Interest: Activities such as welding, weaving, sewing, pottery, arts and crafts, etc. are included

here. The importance of these activities lies in their appeal as a "drawing card" for LEA/Community Involvement. The staffs role in the provision of the instruction will be involved in clarifying the data results to the Community Council and subsequently assisting them in recruting instructors and in organizing activities.*

3. School-Related Interests: This category includes training activities designed to prepare community volunteers to fulfill instructjonal support roles in the school setting.

In conclusion, the needs identified and data which surfaced during the needs assessment activity served to define the requirements for continuing project activity. The collaborative nature of the consensus-building activity, however, served as a means of furthering the copperative nature associated with the community education project.

* More than 10% of the 318 community respondents indicated a willingness to provide free instruction in areas of their expertise.

TABLE I
Identified Community Needs

	Precentage	Rank
Recreation/Special Interest	59.0%	1
Land Management	43.3%	2
Office Occupations	36.3%	3
Auto Mechanics	35.0%	4
Nursing Assistant	34.7%	5
Electronics	34.3%	6
Welding	33.7%	7
Consumer Economics	33.3%	8
Operation of a Small Business	32.7%	9
Plumbing	32.0%	10
Carpentry	29.7%	11
Health Education	28.7%	12
Early Childhood Education	28.8%	13
Accounting	28.0%	14
Electrical Wiring	27.7%	15
College Credit Towards A.A.	27.3%	16
Social Work/Services	27.0%	17
Homemaking	26.0%	18
High School Completion	24.7%	19
Auto Body Repair	23.0%	20
Animal Husbandry	22.7%	21
Dental Assistant	22.7%	22
College Credit above A.A.	21.0%	23
Public Relations	21.0%	24
Electrical Appliance/Refrigeration	20.0%	25
Cosmetology	16.7%	26
Meat Cutting	15.7%	27
Drafting	15.3%	28
Masonry	14.0%	29
Roofing	12.7%	30
Diesel Mechanics	11.0%	31
Retail Sales Management	5.0%	32

HOW TO EVALUATE THE EFFECTIVENESS OF THE COMMUNITY COUNCIL

The Chama Valley Schools Community Education program and community council have undergone evaluations of their operations at various times in their existence. While evaluators generally classify evaluations as either "summative" or "formative," depending on their use, the evaluation procedures employed in the Chama Valley Schools Community Education program and to be discussed in this section have served dual purposes.

A summative evaluation is normally referred to as an evaluation that is done at the end of a completed program or project, and enables project staff to look back upon the process completed for lessons learned. Summative evaluations are employed many times as year-end reports, many times to satisfy the requirements of a funding agency. Formative evaluations, on the other hand, may be seen as part of the process of implementation, employed to report on progress during a project, to pinpoint problems, and in general, to give feedback on the operation of the program in question.

The evaluation process to be discussed in this section can be viewed as a combination of the two processes. The data collected during the evaluations allowed for corrective actions being taken by pin-pointing problems, yet allowed for hardline decisions to be made by presenting summative data.

Chapter 1 of this document details the documentation/management system employed in the Chama Valley Schools Community Education program. Briefly, the documentation system, as part of the formative evaluation process, has been the basis for changes effected within project operations. A critical factor to the success has been the extent to which the project operations have remained flexible and open to discussions and/or revision. The management/documenation system has provided for an on-going formative evaluation component to establish a data base for these changes and revisions. To illustrate, the documentation/management plans for conducting community council meetings and training activities are included as **Attachments C** and **D.**

These completed management plans reflect the documentation of two completed events in the community education process, and have served two purposes:

1. To provide a base for changes made (formative evaluation).

2. To provide documentation of the event in question, providing a management plan for replication (summative evaluation).

The decision to provide a summative, year-end evaluation of community council activities led project staff to design an evaluation process that would serve various purposes. In planning the evaluation to be used for the community council, the following questions based on the

Wood and Santellanes (1977) model were answered as a means of defining the evaluation:

1. Who needs the evaluation information?
2. What purposes will the information serve?
3. What questons must be answered?
4. What time-lines are being posed?
5. What resources do you have?
6. How are the results to be reported, and to whom?
7. Who will undertake the evaluation?

As a result of community education staff attempts to address these concerns and implement an evaluation process that would serve project needs, the following tasks were delineated:

1. Determine purposes for evaluation. Project staff met to determine the purposes for the community council evaluation, and to address the following issues:

    - Purpose of evaluation - in our case, the evaluation was to be made to determine progress of the newly elected community council, to determime areas of strengths and weaknesses, and to use a tool for future activities.
    - Who needs evaluation information - the evaluation information in this case was to be used by Chama Valley Independent School District Community Education staff, Chama Valley Independent School District administrators, and community council members to plan future activities.
    - What questions must be answered - although staff members could address this question, it was felt that it would be better addressed through committee efforts. As in all other facets of the community education process, the effort to involve all affected audiences would be stressed.

2. Organize committee to assist with evaluation. To emphasize the project committment and a valuable implementation lesson to involve the affected audience in efforts, an evaluation committee was organized with the following role groups involved:

    - Community Council Members
    - School District Administrative Staff

- o Chama Valley School Board Representative
- o Community Education Staff Members
- o School District Faculty
- o Community Volunteers

At this point, the heavy involvement of community volunteers and council members was sought not only to support the evaluation, but to support subsequent efforts. The solid foundation laid in preparation for the evaluation was seen as being equally important as data collection; making council members and citizens aware of the evaluation process would contribute to the community education process.

3. Develop list of concerns to be addressed through evaluation. Although project staff had previously discussed the parameters, purposes and concerns for the evaluation process, it was felt that committee members should have input in determining the items to appear in the evaluation instrument. As a result of this inclusion, several areas of concern were raised which project staff were not aware of. Council members, for instance were concerned about how information is communicated better in the community, and as a result, this was included in the evaluation.

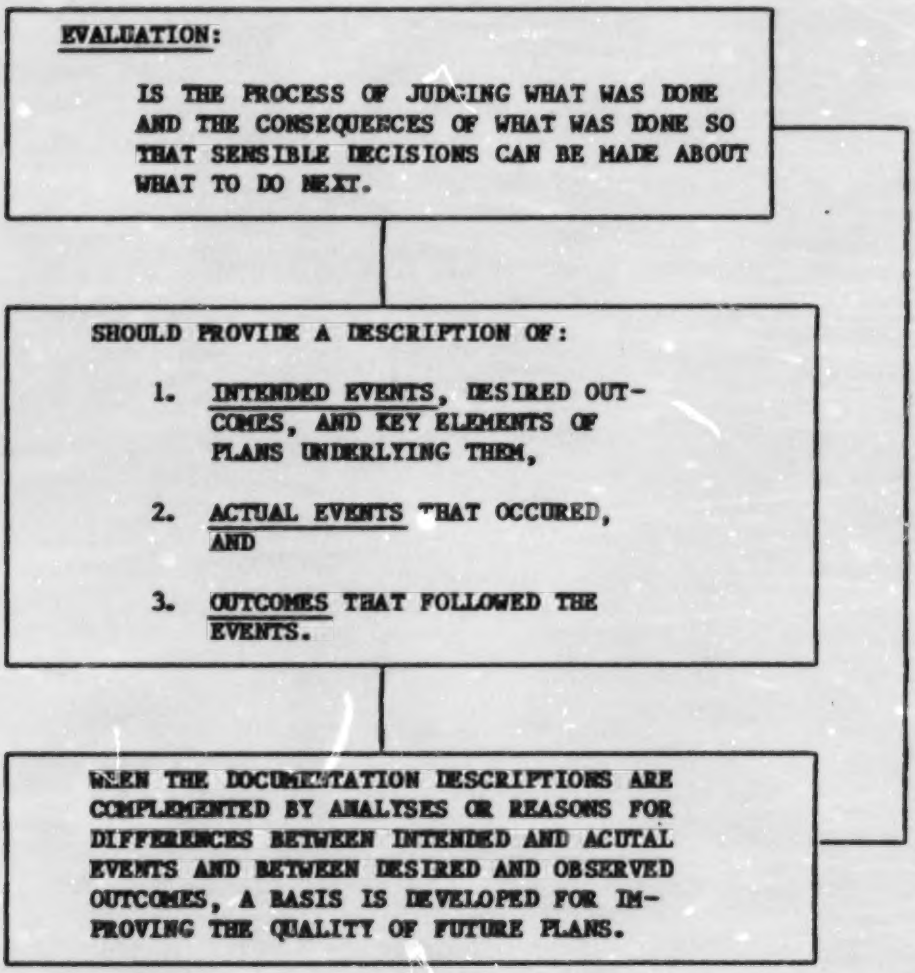
4. Present evaluation design to community council. As part of the attempts to gain consensus and support for the evaluation, the entire instrument and evaluation plan was presented to the community council. As with the other community education efforts, the attempts to keep the affected audience aware and informed will lead to greater support for the effort.

5. Conduct evaluation. In our case, the actual administration of the questionnaire was limited to the numbers of the community council and was intended as a self-evaluation. The evaluation was conducted at one of the regular council meetings to small groups and individual council members with the assistance of staff members. By the time the questionnaire was administered, at any rate, a solid foundaton for effective participation had been laid. The questionnaire is included as Attachment E.

6. Analyze data and present results. After the finalized questionnaire was administered, the data collected was presented in two ways: 1) A graph, Attachment F, was used to show the strengths and weaknesses of the various items associated with the council evaluation. 2) In addition, the discussion question responses were included as part of the overall evaluation report.

7. Gather community council for prioritization and redirection. The cyclical nature of the project management/documentation/evaluation system can be seen in the culmination of this activity, as the evaluated audience was gathered to give re-direction to their efforts. The data on Attachment F reflects council members' low perception of their interpersonal relations (feelings of closeness on the council), leading project efforts to address this issue with future project efforts. The following illustrates the cyclical nature of the project management system.

DOCUMENTATION AND EVALUATION


EVALUATION:
IS THE PROCESS OF JUDGING WHAT WAS DONE AND THE CONSEQUENCES OF WHAT WAS DONE SO THAT SENSIBLE DECISIONS CAN BE MADE ABOUT WHAT TO DO NEXT.
SHOULD PROVIDE A DESCRIPTION OF:
1. INTENDED EVENTS, DESIRED OUTCOMES, AND KEY ELEMENTS OF PLANS UNDERLYING THEM,
2. ACTUAL EVENTS THAT OCCURED, AND
3. OUTCOMES THAT FOLLOWED THE EVENTS.
WHEN THE DOCUMENTATION DESCRIPTIONS ARE COMPLEMENTED BY ANALYSES OF REASONS FOR DIFFERENCES BETWEEN INTENDED AND ACUTAL EVENTS AND BETWEEN DESIRED AND OBSERVED OUTCOMES, A BASIS IS DEVELOPED FOR IMPROVING THE QUALITY OF FUTURE PLANS.

In addition to assisting in planning and conducting the council evaluation, it can be seen that heavy citizen involvement has been sought in all phases of the community education effort. Beginning with the process of electing council members, and training them for effective participation, the management and documentation of all phases of project activity has been emphasized. Conducting meetings and needs assessment surveys, as well as providing summative evaluation of all activities has been a priority in establishing a base for changes effected within project operations.

ATTACHMENT A

"CALIFORNIA TEACHER CORPS NETWORK CHECKLIST FOR PLANNING MEETINGS FORM"

California Teacher Corps Network
Checklist for Planning Meetings Form

1. Publicity/Promoting/Notifying	Who Responsible	By When
_____ notices - to whom	_____	_____
_____ letters of invitation	_____	_____
_____ direction to meeting place	_____	_____
_____ phone calls	_____	_____
_____ news releases	_____	_____
_____ contact with the media	_____	_____
_____ copies of speeches	_____	_____
_____ copies of meeting plan	_____	_____
_____ pictures/photos	_____	_____
_____ personal contacts	_____	_____
_____ other	_____	_____

2. Agenda and Resource Materials	Who Responsible	By When
_____ copies of agenda	_____	_____
_____ contact people on the agenda	_____	_____
_____ materials needed (e.g., reprints)	_____	_____
_____ previous minutes	_____	_____
_____ committe reports	_____	_____
_____ previous agreement and time commitments	_____	_____
_____ other	_____	_____

3. Responsibilities Before the Meeting	Who Responsible	By When
_____ leadership assignments	_____	_____
_____ documentation or recording assignments	_____	_____
_____ resource persons	_____	_____
_____ observers	_____	_____
_____ "hosting" roles	_____	_____
_____ making reports	_____	_____
_____ trying out equipment	_____	_____
_____ test whether charts, posters are readable	_____	_____
_____ test electrical outlets	_____	_____
_____ preview films for timing and content	_____	_____

4. Space Check Out

_____ size and shape of space
_____ electrical outlets
_____ mike outlets
_____ acoustics
_____ doors
_____ bathrooms (where, no. can accommodate)
_____ stairs
_____ elevators
_____ heat/cold regulation
_____ ventilation
_____ parking facilities: number and access.
_____ registration area
_____ location
_____ transportation, access. to facility
_____ room set up arrangements
_____ access to meeting room(s)
_____ lighting
_____ name of custodian/ enginerring, where to be reached
_____ telephone access. for messages and calling out
_____ exhibit space
_____ wall space for newsprints, etc.
_____ emotional impact (color, aesthetics)
_____ other
_____
_____
_____

5. Equipment for Meeting

_____ tables (number, size, shape)
_____ chairs (Comfort, number)
_____ microphones
_____ audio tape recorder
_____ audio tape cassettes
_____ viedo tape recorder
_____ viedo tape cassettes
_____ extension cords
_____ overhead projector
_____ newsprint, easel (chart stand)
_____ slide projector
_____ screen
_____ platform
_____ record player
_____ records
_____ gavel
_____ coffee, tea dispensers
_____ water pitchers
_____ cups
_____ campera
_____ film
_____ transparencies and appropriate pens and grease pencils
_____ ditto machine or other duplication equipment
_____ film projector
_____ chalkboard - chalk
_____ typewriters
_____ wast baskets
_____ bulletin boards
_____ pillows
_____ chalk board eraser
_____ projection table(s)
_____ fannel board
_____ other
_____
_____
_____

6. Materials and Supplies for the Meeting

_____name tags/tents
_____small tip felt pens
_____large tip felt pens
_____masking tape
_____paper clips
_____crayons
_____pins
_____scissors
_____glue
_____stapler
_____newsprint paper
_____scratch paper
_____pencils
_____dittopaper
_____ditto masters
_____fluid for ditto masters
_____self carbon paper
_____reprints of articles
_____copies of previous minutes
_____pamphlets
_____display materials
_____decorations
_____posters
_____instruction sheets
_____resume of resource people
_____directional signs (to meeting)
_____chalk (various colors)
_____file folders
_____other
_____
_____
_____

7. Budget — Estimated Cost

_____mailing and stamps _____
_____telephone calls _____
_____telephone conferences _____
_____rental of equipment _____
_____rental of space _____
_____paper materials _____
  _____name tags _____
  _____newprint _____
  _____paper _____
  _____construction paper _____
_____writing materials _____
  _____pens _____
  _____crayons _____
  _____special pens for overhead _____
  _____grease pencils _____
_____secretarial time _____
_____transportation _____
_____meals _____
_____coffee, tea, juice _____
_____reproduction of materials _____
_____folders _____
_____tapes _____
_____operation of projection equipment _____
_____Operator of P.A. equipment _____
_____speaker fees _____
_____consultant fees _____

7. Budget (Cont.) — Estimated Costs

_____ film reproduction _____
_____ tape reproduction _____
_____ other _____
_____ _____
_____ _____
_____ _____

Estimated Total Cost _____

8. Just Before the Meeting — Who Responsible

_____ seating arrangements - general session _____
_____ extra chairs _____
_____ extra tables _____
_____ P.A. system checkout _____
_____ equipment (easels, screns, etc.) _____
_____ materials (paper, pens, etc.) _____
_____ ash trays _____
_____ water, glasses _____
_____ thermostat _____
_____ opening and closing windows _____
_____ refreshment set-up _____
_____ registration set-up _____
_____ check that charts, boards, screens can be seen from everwhere _____
_____ agendas available _____
_____ other materials available for handouts _____
_____ name tags/tents _____
_____ table numbers _____
_____ coffe, tea, etc. _____
_____ evaluation forms ready _____
_____ reproduction (e.g. ditto machine) _____
_____ audio-visual equipment ready _____
_____ others _____
_____ _____
_____ _____
_____ _____

9. At the Meeting — Who Responsible

_____ meeting, greeting, seating of participants and guests _____
_____ documentation - recording _____
_____ greeting of late comers _____
_____ evaluation activity _____
_____ handing out materials _____
_____ operation of equipment _____
_____ process review, stop sessions, etc. _____
_____ announcements _____
_____ Other _____

10. End of Meeting - and After	Who Responsible
_____ collect unused materials	_____
_____ return equipment	_____
_____ clean up	_____
_____ thank helpers	_____
_____ read and analyze evaluation/feedback	_____
_____ prepare feedback onfeedback	_____
_____ mail follow-up materials	_____
_____ remind people of their fillow-up commitments - phone_____ write_____	_____
_____ lay plans for next meeting; dates if there is to be one	_____
_____ pay bills	_____
_____ collect outstanding moneys	_____
_____ other	_____
_____	_____

ATTACHMENT B

SURVEY INSTRUMENT FOR COMMUNITY SURVEY

CHAMA VALLEY INDEPENDENT SCHOOL DISTRICT

DISTRICT WIDE NEEDS ASSESSMENT

YOUR NAME HAS BEEN RANDOMLY SELECTED AS PART OF AN INQUIRY INTO THE NEEDS OF THE CHAMA VALLEY SCHOOLS. YOUR TIME AND THOUGHT IN COMPLETING THE FOLLOWING OPINIONNAIRE IS GREATLY APPRECIATED.

Directions: Please answer the following questions by checking the correct blank.

1. What is your relationship with the Chama Schools?

___ (1) Parent with children
___ (2) Student
___ (3) Staff Member
___ (4) Community member, no children in school.

2. Which school are you associated with?

___(A) Canjilon
Tierra Amarilla Elementary
Tierra Amarilla Mid School
___(B) Chama Elementary
Chama Mid School
___(C) Escalante High School

3. How long have you lived in the Chama Valley?

___0-1 yrs ___2-5 yrs ___6-10 yrs ___11 or more

4. Do you live here year round? ___yes ___no

5. Do you own or rent your home? ___Own ___Rent

6. What is your approximate level of income?

___$5,000 and under ___$5,000-$10,000 ___$10,000-$15,000
___Over $15,000

7. What is your occupation?

___Professional, Managerial, Administrative
___Clerical
___Tradesman (Carpenter, Electrician)
___Laborer (Unskilled
___Unemployed
___Housewife
___Retired
___Rancher/Farmer
___Other_____

8. Please indicate the number of children living in your household in the following age groups by circling the appropriate number:

Age Group	Number of Children					
A. 3 or under	0	1	2	3	4	+
B. 4 years old	0	1	2	3	4	+
C. 5 to 12 years old	0	1	2	3	4	+
D. 13 to 15 years old	0	1	2	3	4	+
E. 16 to 18 years old	0	1	2	3	4	+

9. Please circle the number of adults living in your household according to age group:

Age Group	Circle Number
A. 19-25	0 1 2 3 4 +
B. 26-35	0 1 2 3 4 +
C. 36-45	0 1 2 3 4 +
D. 46-55	0 1 2 3 4 +
E. 56-60	0 1 2 3 4 +
F. 60-over	0 1 2 3 4 +

10. Please circle the number of children living in your household between the ages of 14 and 17 and not attending school. 0 1 2 3 4

11. Highest level of education? Circle one.

Husband/Father	0	1	2	3	4	5	6	7	8	9	10	11	12	College	1	2	3	4	+
Wife/Mother	0	1	2	3	4	5	6	7	8	9	10	11	12	College	1	2	3	4	+
Adult Being Interviewed	0	1	2	3	4	5	6	7	8	9	10	11	12	College	1	2	3	4	+

12. Below are listed problems that may exist in the school community setting. Please indicate if the problem concerns you by marking (1) not at all, (2) some, (3) very much, or (4) do not know.

	not at all	some	very much	do not know
A. Poor discipline.				
B. Poor communication between school and community.				
1. Between Staff/Community				
2. Between Administration/ Community				
3. Between School Board/ Community				
C. Students dropping out of school.				
D. Poor student-teacher relationships.				
1. Too friendly, no respect				
2. Unfriendly, no communication				
E. Drug and alcohol abuse.				
F. Lack of Elementary Counselors full-time.				
G. Lack of full-time Elementary Physical Education teacher.				
H. Lack of full-time Art teacher.				
I. Lack of full-time librarians.				
J. Learning to cope with the changing demands of society.				
K. Pupil-teacher ratio.				

13. We are in the process of determining the kind of activities and educational programs our community needs and wants. Which of the following types of courses would you or a member of your family choose to participate in if they were available?

A. Adult Basic Education

1)___ High School Completion
2)___ Consumer Economics
3)___ Health Education
4)___ Homemaking

B. Agriculture

1)___ Land Management
2)___ Animal Husbandry

C. Business Occupations

1)___ Accounting
2)___ Retail Sales Management
3)___ Operation of a Small Business
4)___ Public Relations
5)___ Office Occupations (Secretarial, Clerk Typist)

D. Health Occupations

1)___ Nursing Assistant
2)___ Dental Assistant

E. Technology Occupations

1)___ Drafting
2)___ Electronics

F. Trades and Industrial Occupations

1)___ Auto Body Repair
2)___ Auto Mechanics
3)___ Diesel Mechanics
4)___ Carpentry
5)___ Cosmetology
6)___ Electrical Appliance, Refrigeration
7)___ Electrical Wiring
8)___ Masonry
9)___ Meatcutting
10)___ Plumbing
11)___ Roofing
12)___ Welding

G. General Education

1)___ Early Childhood Education
2)___ Teacher Aide Training
3)___ Social Work/Services
4)___ College Credit Classes towards A.A.
5)___ College Credit Classes above A.A.

H. Recreation/Special Interest (List any interests you may have. For example: weaving)

1)_____
2)_____
3)_____
4)_____

14. If you are interested in taking classes, what time of day would be the most convenient for you or another family member to take a class?

___ Morning ___ Afternoon ___ Evening

15. Which day or days would be best?

___Monday ___Tuesday ___Wednesday ___Thursday
___Friday ___Saturday

16. Would you or anyone you know be interested in:

A. _____ Teaching on a paid basis, or

B. _____ Volunteering with the Chama Valley Schools Community Education Program

Name_____

Address_____

Phone_____

Interest/area_____

17. How do you find out what's going on in the school community?

___1. Church
___2. School Notices
___3. Posters
___4. Newspapers
___5. Friends/Neighbors
___6. School Personnel
___7. Your Children

18. What health and social services do you use?

___1. Social Security
___2. Veterans Benefits
___3. Food Stamps
___4. WIC (Women Infant Care)
___5. Unemployment Benefits
___6. Aid to Dependent Children
___7. Extension services

19. What health and social services do you need?

1._____
2._____
3._____

20. Do you or any member of your family have any of the following handicaps?

___1. Visually impaired
___2. Hearing impaired
___3. Mentally handicapped
___4. Physically handicapped
___5. Emotionally handicapped

21. Ethnic/Racial information?

___Anglo
___Native American
___Hispanic
___Black
___Other

22. Person filling out the questionnaire:

_____Male _____Female

PLEASE ANSWER THIS QUESTION IN REGARD TO THE FOLLOWING ITEMS. CIRCLE THE NUMBER OF YOUR ANSWER CHOICE ON THE LEFT SIDE.

IN GENERAL, HOW EFFECTIVE ARE THE FOLLOWING AT YOUR MID HIGH AND HIGH SCHOOL?

	Excellent	Good	Average	Poor	No Opinion	
1.	1	2	3	4	0	Spanish
2.	1	2	3	4	0	English
3.	1	2	3	4	0	Algebra
4.	1	2	3	4	0	Business Education
5.	1	2	3	4	0	American History
6.	1	2	3	4	0	Industrial Arts
7.	1	2	3	4	0	Vocational Agriculture
8.	1	2	3	4	0	Science
9.	1	2	3	4	0	Home Economics
10.	1	2	3	4	0	Physical Education
11.	1	2	3	4	0	Driver Education
12.	1	2	3	4	0	Music
13.	1	2	3	4	0	Southwest History
14.	1	2	3	4	0	Auto Mechanics
15.	1	2	3	4	0	Consumer Math
16.	1	2	3	4	0	Architectural Drawing
17.	1	2	3	4	0	Electronics
18.	1	2	3	4	0	Sociology
19.	1	2	3	4	0	American Government
20.	1	2	3	4	0	Civics
21.	1	2	3	4	0	Consumer Education
22.	1	2	3	4	0	Reading
23.	1	2	3	4	0	Sports
24.	1	2	3	4	0	Art
25.	1	2	3	4	0	Health Education
26.	1	2	3	4	0	Mathematics
27.	1	2	3	4	0	Social Studies
28.	1	2	3	4	0	Involving parents in planning and understanding the total school program
29.	1	2	3	4	0	Making school facilities available for community functions
30.	1	2	3	4	0	Providing alternative programs such as summer school, evening school, etc.
31.	1	2	3	4	0	Special Education

The present Chama Valley Schools Community Council was elected in October, 1978. During its one year of operation, several different types of activities have occurred. This questionnaire will help to determine what effect these activities have had on the council and how future activities may be changed to make the council work better.

Based on your one year experience as a member of the Chama Valley Schools Community Council, how would you answer the following questions?

	Very Little				Very Much
1. I feel like I have contributed to the Chama Valley Schools Community Council.	1	2	3	4	5
2. Most council members have been very interested in the issues discussed.	1	2	3	4	5
3. There has been a feeling of closeness on the council.	1	2	3	4	5
4. The atmosphere in council meetings has encouraged open discussion.	1	2	3	4	5
5. The council's activities have usually been relevant to community/school concerns.	1	2	3	4	5
6. Most council members prepare before attending council meetings.	1	2	3	4	5
7. I prepare before going to council meetings.	1	2	3	4	5
8. Council members have tried to involve other community members in council activities.	1	2	3	4	5
9. What awareness exists on the part of the community about the council?	1	2	3	4	5
10. What awareness exists on the part of the school staff about the council?	1	2	3	4	5

Do you have any specific suggestions for improving your schools?

Section 1.

Please answer this question in regard to the following items. Circle the number of your answer choice on the left side.

IN GENERAL, HOW MUCH SHOULD THE FOLLOWING CURRICULUM AND SERVICE AREAS AT YOUR SCHOOL BE STRESSED?

	Very Much	Much	Some	Very Little	No opinion	
1.	1	2	3	4	0	Requiring parents to be involved in bilingual education classes and activities.
2.	1	2	3	4	0	Stressing bilingual instruction in math, language arts, science and social studies.
3.	1	2	3	4	0	Including bilingual materials in the schools' libraries.
4.	1	2	3	4	0	Developing bilingual teaching materials which include the culture of the local area.
5.	1	2	3	4	0	Providing a variety of bilingual instructional materials, both commercial and teacher made.
6.	1	2	3	4	0	Providing bicultural studies at all grade levels.
7.	1	2	3	4	0	Developing a bilingual screening process for special education students.
8.	1	2	3	4	0	Teaching parents to write in English and Spanish.
9.	1	2	3	4	0	Teaching parents to speak in English and Spanish.
10.	1	2	3	4	0	Encouraging the use of local bilingual resource people to enhance bilingual instruction, including bilingual materials in the Mid High and High School.
11.	1	2	3	4	0	Hiring qualified teachers in the area of bilingual education.
12.	1	2	3	4	0	Hiring qualified teachers who have commitment to stay in the area.
13.	1	2	3	4	0	Encouraging more parental involvement at the Mid High and High School level.
14.	1	2	3	4	0	Demonstrating student's bilingual abilities to community members and parents by presenting bilingual student plays, dancing, readings, and musical performances.
15.	1	2	3	4	0	Providing information on federal programs to parents and community members.
16.	1	2	3	4	0	Involving parents and community members in bilingual workshops and teaching activities. (ex. presenting stories, filmstrips, etc.)
17.	1	2	3	4	0	Providing bilingual education at all grade levels.
18.	1	2	3	4	0	Involving community members and parents as resource people in the classroom.
19.	1	2	3	4	0	Providing courses that will help their children with school work. (Example: Metrics, Reading, Math)

ATTACHMENT C

COMMUNITY COUNCIL MANAGEMENT PLAN FOR
TRAINING ACTIVITIES

I. COMMUNITY COUNCIL TRAINING ACTIVITIES

OBJECTIVE/ACTIVITIES	PARTICIPANTS/ RESOURCES	OUTCOME	DATE	REMARKS
A. <u>To Provide Training Experiences for Community Council Members as Proposed in Project Plans</u>.	A. Community Coordinator, Site Coordinator, IHE Teacher Corps Staff, Community Council Task Force Members and Appropriate Consultants	A. Revised Training Plan for Community Council Members	A. Continuous through July, 1980	A.
1. Review and become familiar with proposed training for community council members.	1. Community Coordinator	1. Familiarity with proposed community council training	1. July, 1979	1.
2. Identify Community Council members volunteering for "Future Training Activities Task Force."	2. Community Coordinator, Community Council Chairperson	2. Input/feedback on proposed training	2. September, 1979	2.
3. Meet with community council task force members and review/revise proposed training activities.	3. Community Coordinator and Community Council	3. Revised community council training activities	3. One month prior to activity	3.
4. Present revised training activities to entire community council for agreement.	4. Community Coordinator, Community Council	4. Consensus on training activities, dates, locations.	4. At council meeting	4.

OBJECTIVE/ACTIVITIES	PARTICIPANTS/ RESOURCES	OUTCOME	DATE	REMARKS
5. Identify consultants/resources needed for implementation of training activities.	5. Community Coordinator and Appropriate Support Staff	5. Resource Persons to conduct training will be idenified	5. One month prior to activity	5.
6. Identify participants for various training activities and arrange logistics for their participation (travel, reimbursements, etc.).	6. Community Coordinator	6.	6. Four weeks prior to activity	6.
7. Conduct various identified council training activities.	7. Teacher Corps IHE/ LEA Staff and Resource Personnel	7.	7. At training time	7.
8. Evaluate training activities as per project proposals.	8.	8.	8. Upon completion	8.

ATTACHMENT D

MANAGEMENT PLAN FOR CONDUCTING COMMUNITY COUNCIL MEETINGS

II. COMMUNITY COUNCIL MEETING

OBJECTIVE/ACTIVITIES	PARTICIPANTS/ RESOURCES	OUTCOME	DATE	REMARKS
A. To assist Community Council Chairperson in scheduling and conducting community council meetings as outlined in CVISD Community By-Laws.	A. Community Coordinator	A. Monthly meetings of CVSCC will be held and participation will be encouraged	A. As per CVSCC By-Laws and schedules	A.
1. Review CVSCC By-Laws and organizational structure.	1. Community Coordinator	1. Familiarity with CVSCC organization, goals, and objectives	1. July, 1979	1.
2. Review Teacher Corps Proposal outlining various community coordinator roles and responsibilities.	2. Community Coordinator	2.	2. July, 1979	
3. Meet with community council chairperson and site coordinator to begin planning for community council meetings.	3. Community Coordinator	3. Initial planning session for community council meeting	3. Three weeks prior to meeting	3.
4. Contact council members and staff members requesting agenda items.	4. Community Coordinator	4. Agenda for meeting	4. Three weeks prior to meeting	4.
5. Review past meeting minutes for continuing or carryover agenda items.	5. Community Coordinator	5.	5. Three weeks prior to meeting	5.

OBJECTIVE/ACTIVITIES	PARTICIPANTS/ RESOURCES	OUTCOME	DATE	REMARKS
6. Meet with community council chairperson and appropriate staff to develop council meeting agenda.	6.	6.	6. Two weeks prior to meeting	6.
7. Mail out detailed agenda to meeting participants, including all necessary materials.	7.	7.	7. Two week prior to meeting	7.
8. Contact participants in regard to new agenda items and order.	8.	8.	8. One week prior to meeting	8.
9. Using "California Teacher Corps Network Checklist for Planning Meeting Form," (Attachment 1) as a guide, review various activities to be completed before meeting is to be held.	9. Community Coordinator	9. Finalized meeting plan	9. One week prior to meeting and up to actual meeting time	9.
10. Carry out meeting as scheduled.	10. Meeting participants	10. Community Council Meeting	10. At meeting	10.
11. Document and evaluate meeting with appropriate instruments.	11. Secretary, Documentor/ Evaluator	11. Meeting minutes, evaluation	11. At meeting	11.
12. Carry out follow-up actions.	12. Appropriate Staff as identified	12.	12. Ongoing, at end of meetings	12.

ATTACHMENT E

COMMUNTIY COUNCIL EVALUATION QUESTIONNAIRE

		Very Little				Very Much
11.	Are parents in general better informed about the schools as a result of the community council activities?	1	2	3	4	5
12.	Are you, as a council member better informed about the school as a result of community council activities?	1	2	3	4	5
13.	Do the goals of the Chama Valley Schools Community Council have strong support in the community and school?	1	2	3	4	5
14.	Do you, as a council member, feel that you have been made aware of resources within the community and school?	1	2	3	4	5
15.	Is the school system being "open" to the community council and its activities?	1	2	3	4	5
16.	Are the community council activities helping you to develop more understanding of the workings of the school?	1	2	3	4	5

17. What factions of the community are aware of the community council? (ex: Senior Citizens, Youth)

18. What factions of the community do you feel have to be made aware of the community council?

19. What needs to be done to help promote this awareness and interest?

20. What group, if any has been most resistant to cooperating and working with the council?

21. What type of communication may be used to promote awareness and interest in school/community activities? (ex: Newsletter, Church announcement, newspaper)

22. Have you, as a council member taken the opportunity to participate in classroom activities? If so, in what manner?

23. How do you feel about community council meetings? Do you have any ideas or suggestions for improvement?

24. What strengths do you see in the present community council?

25. What weaknesses do you see in the present community council?

26. Having the opportunity to make change in the present community council, what changes would you make?

ATTACHMENT F

GRAPH OF COUNCIL MEMBERS RESPONSES TO QUESTIONS

GRAPH OF COUNCIL MEMBERS RESPONSES TO QUESTIONS

Questions	Very Little 1	2	3	4	Very Much 5	Percent Rating
1. I feel like I have contributed to the Chama Valley Schools Community Council.						54%
2. Most council members have been very interested in the issues discussed.						54%
3. There has been a feeling of closeness on the council.						44%
4. The atmosphere in council meetings has encouraged open discussion.						50%
5. The council's activities have usually been relevant to community/school concerns.						62%
6. Most council members prepare before attending council meetings.						46%
7. I prepare before going to council meetings.						58%
8. Council members have tried to involve other community members in council activities.						66%
9. What awareness exists on the part of the community about the council?						48%

GRAPH OF COUNCIL MEMBERS RESPONSES TO QUESTIONS

Questions	Very Little 1	2	3	4	Very Much 5	Percent Rating
10. What awareness exists on the part of the school staff about the council?						56%
11. Are parents in general better informed about the schools as a result of the community council activities?						48%
12. Are you, as a council member better informed about the school as a result of community council activities?						60%
13. Do the goals of the Chama Valley Schools Community Council have strong support in the community and school?						52%
14. Do you, as a council member, feel that you have been made aware of resources within the community and school?						60%
15. Is the school system being "open" to the community council and its activities?						52%
16. Are the community council activities helping you to develop more understanding of the workings of the school?						62%